DOCUMENT RESUME

ED 440 973 SP 039 211

AUTHOR King, Kimberly L.; Middleton, Renee A.; Erevelles, Nirmala; Crow, Germayne; Simpson, Carol

TITLE Diversity Awareness and Cultural Sensitivity: Assessing and Negotiating Multiple Viewpoints after School Desegregation for Educational Transformation.

PUB DATE 2000-04-28

NOTE 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150) -- Tests/Questionnaires (160)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Cultural Awareness; *Cultural Pluralism; *Diversity (Faculty); *Diversity (Student); Educational Environment; Elementary Secondary Education; Equal Education; Nondiscriminatory Education; *Racial Integration; *School Desegregation; Teacher Attitudes; Teaching Conditions

ABSTRACT

This paper addresses challenges involved in assessing and negotiating multiple viewpoints of one rural school district in the Southern Rural School system after desegregation. The SRSS Board of Education and the local superintendent were charged with ensuring that school employment and educational environments were conducive to working and learning by presenting non-hostile racial environments and conducting cultural diversity training for all school personnel. Multiple year-long diversity trainings were conducted. A training team assisted the district in transforming their educational practices and policies to meet the needs of all students, operating from a framework of comprehensive as opposed to numerical inclusion. Data collection included: interviews with district employees, pre- and post-workshop surveys about diversity, trainers'/facilitators' journals, responses to a videotape, classroom observations, community forums/dialogues, and teacher action plans. Results suggest that the conceptual framework was useful, and resistance lessened after the initial workshop. Posttest results have yet to be analyzed. Eight appendixes include: diversity training team members, schools, and training timelines; structure of diversity awareness workshops; pre/post test for diversity training; Blue-Eyed Video and outlined segments; school observation criteria for development of case studies; sample of actual school-based case studies; facilitator's guide for community forums; and sample of actual individual action plans. (Contains 10 references.) (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 440 973

Running head: SCHOOL DESEGREGATION AND CULTURAL DIVERSITY

Diversity Awareness and Cultural Sensitivity: Assessing and Negotiating Multiple Viewpoints After School Desegregation for Educational Transformation

Kimberly L. King, Renée A. Middleton, Nirmala Erevelles

Germayne Crow, and Carol Simpson

Auburn University

Paper Presented at:

American Educational Research Association

Division K—Teaching and Teacher Education (Section 3)

2000 Annual Meeting in New Orleans (Mariott Hotel)

April 28, 2000

Please address correspondence to: Dr. Kimberly L. King

Department of Educational Foundations, Leadership, and Technology

College of Education

4036 Haley Center

Auburn University, AL 36849-5218

Email: kingki1@auburn.edu

SP039211

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

R.A. Middleton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Appendix A
Diversity Training Team Members—Schools—Training Timelines

Appendix B
Structure of Diversity Awareness Workshops

Appendix C
Pre/Post Test for Diversity Training

Appendix D
Blue-Eyed Video and Outlined Segments

Appendix E
School Observation Criteria for Development of Case Studies

Appendix F
Sample of Actual School-based Case Studies

Appendix G
Facilitators Guide for Community Forums

Appendix H
Sample of Actual Individual Action Plans

Diversity Awareness and Cultural Sensitivity: Assessing and Negotiating Multiple Viewpoints after School Desegregation for Educational Transformation

Introduction

This presentation addresses the unique challenges of assessing and negotiating multiple viewpoints in one rural school district located in the deep south after desegregation. In 1967, the courts ordered the State Superintendent of Education to require that this Southern Rural School System (SRSS), desegregate its schools. The SRSS Board of Education and the local Superintendent were charged with, among other things: (1) ensuring that the employment and educational environments in every school were conductive to working and learning by presenting a non-hostile racial environment; (2) conducting cultural diversity training for all district staff, including all *teachers, counselors, administrators, bus drivers,* and *other staff* who come in contact with students and who may report disciplinary infractions and/or administer discipline. There was a need to ensue that discipline was imposed consistently, uniformly and in a nondiscriminatory manner.

To this end, the lead facilitators, Dr. Kimberly L. King and Dr. Renée A. Middleton were selected as outside consultants and conducted multiple year-long diversity training with the advice and consent of the Plaintiff parties. Drs. King and Middleton assembled a ten member training team (See Appendix A). The Committee met in September of 1998 to establish the theoretical framework upon which we would approach all interactions and training activities with the SRSS School Board and training participants. A precursor to the development of our theoretical framework was re-educating ourselves regarding school desegregation. Additionally, it was necessary for us to equip ourselves with an understanding of the consent decree *Lee v. Lee County Bd. of Education,* reaffirming that "the parties should now move toward 'unitary status' for the school system for the termination of the litigation." On February 12, 1970, the Court ordered the District to file its own plan "for complete disestablishment of its dual school system. In the 1980s the Court approved a number of modifications to the District's desegregation plan.

Theoretical Framework

The 1954 Supreme Court decision in *Brown v. Board of Education, Topkea,* U.S. 483 declared sate-imposed racially segregated schools to be unconstitutional under the Fourteenth Amendment's equal protection clause. This landmark decision became the basis for school desegregation efforts that span nearly four decades. Ironically, desegregation efforts resulting from the *Brown* decision principally focused on achieving a racial balance in schools; efforts were made to ensure that the racial balances in schools reflected the racial proportions in districts or within the state (Williams, 1997; Spring, 1994; Rossell, 1990). Busing and magnet schools were used primarily to accomplish racial balance. Despite these efforts, more contemporary discussions of racial inequalities in schooling cite problems resulting from either the physical integration of underrepresented racial and ethnic groups into predominantly while school settings or persistent racial segregation. While both situations represent serious challenges to the establishment of

equitable schools in this country, the activities associated with this project sought to address the former situation. In particular, we seek to examine the following question—How can racially integrated schools dismantle the last vestiges of racial exclusion and discrimination?

To this end, the Training Team sought to assist the SRSS District in the process of transforming their educational practices and policies to meet the needs of all students. The team operated from the conceptual framework of ***comprehensive inclusion*** as opposed to ***numerical inclusion.*** We believed that the SRSS District had been operating from the basis of numerical inclusion. Numerical inclusion requires racially and ethnically underrepresented groups members to assimilate the cultural behaviors of the dominant culture (Bloom, 1995; Schlesinger, 1995). Implicit in this approach is the inferiority of those viewed as culturally different (Derman-Sparks & Phillips, 1997' McLaren, 1997; Sleeter, 1993). On the other end of the continuum lies comprehensive inclusion. This requires schools and institutions to remove barriers to access and adopt retention strategies to enhance student performance, and to structure a welcoming academic and social environment representative of all cultural groups. Comprehensive inclusion has four major characteristics. Based on Boxill's work (1995), they are as follows: (a) each ethnic group retains its own cultural distinctiveness, (each ethnic group accepts a common conception of justice in an effort to live peacefully in a one nation-state, (c) individuals develop closer ties to the other members of their own ethnic group in order to preserve and enhance those cultural traits which distinguish it from others, and (d) each cultural group rejects the centricity or superiority of any culture and recognizes the importance of differences. Therefore, our goal was to move the SRSS District closer to the continuum of *comprehensive inclusion.* This in turn would aid in the dismantling of the last vestiges of racial discrimination. Our model used for the actual delivery of training was based on a model for cultural diversity training discussed by Sue (1991). The model focuses on functional focus (promotion, retention, recruitment), barriers (differences, discrimination, systemic) and competencies/tools (beliefs/attitudes, knowledges, skills).

Methods & Techniques of Inquiry and Training

Several modes of inquiry were used in this multi-year interaction. They are reported below. Additionally, Appendix B provides the various Phases of the Diversity Awareness Workshops. The training consisted of a three-phase process and the purpose of each phase is described in Appendix B. However, for the purposes of this presentation, we will focus on the pieces of data that have been the most throughly analyzed—***Interactive Workshop #1, Classroom Observations, and Personal Ethnographic Journals.***

***Qualitative Interview Questions*:** to obtain a sense of the context and change over time with respect to diversity in the SRSS District, we conducted structured interviews with SRSS District employees (teachers, custodians, administrators, etc.) who had been with the System for at least 10 years.

***Pretest and Post-test Survey's*:** To tailor subsequent workshops to the specific needs of the school district, teachers were asked to voluntarily complete a Pre-Training Diversity Survey. The survey included the Ponterotto et al. (1995) *Teacher Multicultural Attitude*

Survey (TMAS). This same survey is being administered in April and May of 2000 as a post-test. See Appendix C.

***Trainer/Facilitators Personal Ethnographic Journals*:** Journals were kept by each member of the training ream to document their thoughts, feelings, and observations regarding their interactions with training team members during group meetings, interactions with school board officials, teachers, school board meetings, and workshops.

Interactive Workshop #1*:** Qualitative data was assessed from the first school-wide (300 + participants) diversity awareness training workshop. The 90-minute video *Blue-Eyed* by Jane Elliott was the central tool for this workshop. Jane Elliott is a pioneer in racism awareness training. She brings ethics and morality to the center of the discussion about race. The video was shown in three segments. Each segment was followed by 5 minutes of free written responses to the issues raised in each segment of the film. After each segment, participants were asked to respond in writing to the following: What is your response (e.g. reactions – feelings – thoughts – opinions) to what you have just seen. This was followed by 25 minutes of small group discussion (approximately 50 people in each group). There were a total of 6 groups.). The three themes determined by the Training Team were: ***Complacency or "Not enough to do Nothing"—Conformity—Learned Helplessness. If discussion around these themes were not forthcoming from the group, the facilitator guided discussion around these themes (See Appendix D).

***Classroom Observations*:** Classroom observations were conducted to identify ways that teacher attitudes and behaviors might influence student performance. Information gathered from these observations were used to construct case studies specific to each school for discussion and training purposes during the school-based workshops (See Appendix E—Guide for Observation; See Appendix F—Sample of Actual Case Studies).

***SRSS Community Forum/Dialogues*:** The goal of the community forums or dialogues was to hear from parents, community leaders, and other stakeholders regarding the following: (1) concerns relating to access of educational opportunities, (2) their current notions of race, class, and gender and their relationship to student's educational experiences, (3) identify any burdens or difficulties related to the whole process of ensuring the success of comprehensive educational inclusion in the SRSS School System (See Appendix G).

Development of Teacher Action Plans: The purpose of the action plans was to move the teachers toward the step of goal setting. The idea is to move them from theory to practice. Teachers developed their plans during of Winter of 2000 and will carry them over into the 2000/2001 School year (See Appendix H).

Results

This next section will primarily focus on data analyzed from the Interactive Workshop conducted in October of 1998, but also includes information regarding our classroom observations, and one of the facilitators notes from her personal ethnographic journal. All other data is still in the process of being analyzed as this training and learning experience continues.

Interactive Workshop #1—

The reader is directed to Appendix D for details regarding the segmented themes discussed in the *Blue Eyed* video. The qualitative data was organized using the PC/Windows version of QSR NUD*IST. This qualitative data analysis package does not interpret text for you. The interpretation of text proceeds at the guidance of the analyzer(s). See Table 1 and Table 2 for the breakdown of how written responses of the 343 participants (178 Certified Teachers; 165 Non-certified participants) were organized along specific themes. Table 1 reports the three central attitudes or thematic patterns observed via participants written reactions to the video — ***Resistance, Distancing, and Agreement.*** Table 2 is even more specific in that it displays the responses in more specific categories. **Resistance** was identified in one or more of the following themes: "Detrimental Behaviors", "Negative Responses", "Happens to Everyone". **Distancing** was identified by one thematic response: "How Far Can I Get From This Topic". **Agreement** was identified by one or more of the following themes: "Change Behaviors", "Positive Responses", or "Universalism".

In many ways, how different members of the audience responded to the film *Blue Eyes* was in consonance Christine Sleeter's description of how white teachers construct race and respond to issues of racism. In broad terms, audience responses to the film could be characterized as:

a. Resistance to acknowledging racism;
b. Distancing oneself from the issue of racism by concentrating on particulars of the film and refusing to translate this to everyday life;
c. Agreement that individuals may sometimes react to difference in a negative manner.

In the article, "How White Teachers Construct Race," Christine Sleeter argues that white teachers for the most part deny the salience of race in their interaction with students by insisting that they are "color blind," as well as asserting that the U.S. social structure is fairly open. Sleeter further argues that because teachers read race in this way, they are often resentful and/or ambivalent about the importance given to racial issues in teachers training and workshops like the one we conducted. Several of Sleeter' arguments resonated with several of the comments of our audience that include both certified (teachers) and non-certified staff (non-teachers) – in all the three categories of resistance/distancing/and agreement. In other words, notwithstanding their position with regard to racism, many of the participants pointed out the "universalism" of discrimination that was not restricted to race. For example, in a resistant mode one teacher participant argued that:

TABLE 1

Responses to Blue-eyed with Jane Elliot
Thematic Analysis of Responses during the First Workshop

	Certified		*Non-Certified*		
	Number	*Percentage of Certified*	*Number*	*Percentage of Non-Certified*	*Row Totals*
Resistance	92	51.7%	50	30.3	142
Distancing	28	15.7%	22	13.3%	50
Agreement	130	73.0%	97	58.8%	227
Total Respondents	178		165		343

BEST COPY AVAILABLE

TABLE 2

Responses to Blue-eyed with Jane Elliot
Thematic Analysis of Responses during the First Workshop

	Certified		Non-Certified		
Themes	*Number*	*Per of Certified*	*Number*	*Per of Non-certified*	*Row Totals*
Detrimental Behaviors	45	25.3%	27	16.4%	72
Negative Responses	26	14.6%	16	9.7%	42
Happens to Everyone	21	11.8%	7	4.2%	28
How Far Can I Get From This Topic	28	15.7%	22	13.3%	50
Change Behaviors	43	24.2%	28	17.0%	71
Positive Responses	65	36.5%	42	25.5%	107
Universalism	22	12.3%	27	16.4%	49
Total Number and Percentage of Respondents (Columns will not equal 100% because responses could be coded under more than one theme.)	178	51.9%	165	48.1%	343

> it's not about being brought up white, its about being brought up right!!! So basically, it boils down to an experiment that is not about race and gender, but about the response of anyone who is exposed to public humiliation. What a shock—No one likes to be humiliated. Dragging race and gender into it not only muddies the real issue, but opens up the possibility of wild exaggerations and damaging generalizations—all of which permeate this experiment. Let's face it, most prejudice in this society occurs on the basis of have and have-not, not on the basis of white/black/whatever. Economics is the crux of the true problem—but does that mean I advocate distributing wealth equally? NO!!! It is not a prejudiced world that people are really complaining about, it is an unfair world–and no one has ever claimed the world is fair. If you expect it to be so, then whether you are white, black, gay, straight, able, disable—you are a FOOL and better get ready to be smacked in the face by reality on a daily basis.

Among those who were in agreement about the reality of discrimination it was argued that racism was not the only determining point in addressing discrimination and there for argued that "too much emphasis is on black and white and not enough on other minorities who are discriminated against." Some argued that even though discrimination exist that because the Presenter in the film "concentrated on blaming one group of people rather than concentrating on awareness, acceptance, and solutions," that she was not going to be able to accomplish her mission of teaching tolerance.

While we have a lot more examples, it is possible to see even from these two that McLaren's argument that "whiteness is a refusal to acknowledge how white people are implicated in certain social relations of privilege and relations of domination and subordination" held true in this scenario. In this way, the responses of several of the participants in the seminar could be interpreted as seeing the whole project at one level as either not-important and/or too narrow in its scope- this position existing despite the harsh reality of negative educational outcomes of African Americans in the school system.

While the argument of universalism and therefore the denial of racism dominated the comments from both certified (teachers) and non-certified personnel (those not teaching), there were different means by which participants resisted/accepted/and or distanced themselves from the discussion on hand.

In terms of resistance, some participants expressed disbelief in the reality of oppression – alluding to the fact that as one participant put it "the colored signs went out with the 60's. What about today?" In response to the present, several of them argued that "Who still believes that culture is divided in this way? Though blacks and whites are still minorities (an indisputable numerical fact), they are vocal minorities and our society is one that responds to and accommodates vocal minorities." They were others who resented "the implication that our staff treats children that way." Such comments thereby constituted the experiences of racism of young African American Children as more illusory that real.

In yet another mode of resistance that could also be read as distancing, some participants made disparaging comments about the team organizing the workshop. They commented on the lack of diversity (they were no men on the team) and accused workshop leaders of blaming them for "something I didn't do." As pone participant put in, rather than putting it "in our face...if you want to train us to be aware of our actions with people of color, then help us understand why it tends to be (and statistics in our system prove it) black, young males who act out and disrupt the learning process." Such comments continued to reflect the modes by which some participants resisted acknowledging that racism/discrimination is produced in interactive contexts of power and difference, rather than the individuals flaws of particular human beings.

There were a large number of participants however, who found the workshop useful and

actually shared some of their own experiences of terrible racism in the school district. This is the category of agreement. In fact, one such example was the poignant response by one certified teacher who wrote: "

> It was very hard for me to concentrate and form an opinion of the film because I agreed with everything I was hearing from the film. However, comments stronger than the whispers from the film were echoed in my ears from a group of women who sat behind me. They were saying such things as: "Blacks do need to stay in their places. I try and be fair to them but it's hard. If they are dumb, it's not our fault." I'm trying to hold myself together because I turned around and one of the women was my son's second grade teacher. He's in third grade now.

While this comment demonstrates the realness of the possibility of racism existing in the schools, several of the participants both certified and non-certified who identified themselves as minority also acknowledged and described several experiences. However, in this category, there were also a few teachers who identified themselves as white who also claimed that they had witnessed racist practices or had participated in them unwittingly by being silent. Some expressed empathy with those who were undergoing such discriminatory practices, claiming that their own experiences would not enable them to what discrimination really did to people. There were even others who felt that the scales had fallen from their eyes; As one teacher claimed—

> "This made me more aware of some of the attitudes we have towards students in the classroom and the signals we send them" Another participant worried " if I unconsciously did this to the kids I teach."

It was responses like this that also inspired some participants to want to take action. As one participant eloquently put it—

> "Freedom and justice for some, not for all." In all honesty, this last segment makes me think how far I have to go and that even though I do have a rational understanding of race, maybe I haven't really thought enough about the daily struggles of Black people, such as the man n the video, who has deeply held views and a mask of public politeness he wears for society.

It reminds me of Toni Morrison's interview with Ed Bradley, in which she expressed deep distrust of whites.

Classroom Observations

Appendix E provides the details regarding what the trainers were looking for when they went into each school. Both the physical and social environments were important to the trainers/researchers. We also interviewed students regarding their experiences in the school. Ms. Carol Simpson, one of our doctoral students in the Department of Counseling and Counseling Psychology will share with you how this process went and some of her observations at one of the school sites.

Personal Ethnographic Journal

Several of the trainers/researchers keep journals documenting their experiences throughout this process. Ms. Germayne Crow, a doctoral candidate in the Department of Counseling and Counseling Psychology will share with you some of her journal entries to provide you with a sense of some of the challenges we faced as trainers.

Concluding Remarks

While the workshops and activities that emerged from the conceptual framework we adopted was a direct response to the Consent Decree issued by the U.S. Department of Justice, it should be noted that the SRSS School District seized this as an opportunity for educational transformation. The experiences of the facilitators and school personnel involved in the workshop suggest that the conceptual framework was useful. Initially, there was an obvious high degree of mistrust and misunderstanding between teachers and parents, teachers and administrators, superintendent and school board; and in some instances, even between the teachers and diversity team trainers. As time went on, we encountered less resistance since the initial workshop conducted in the Fall of the School year in 1998. Appendix H provides actual Action Plans developed by teachers at the High School in the SRSS School District. Clearly, many of the teachers are now at the point where they are ready to concede that there is room for growth in the area of multicultural education and diversity. The case studies (See Appendix F) developed made it very difficult for the teachers and administrators to ignore some of the problems occurring in their school environment and classrooms.

The post-test data is yet to be analyzed and compared to the pre-test. This should also yield useful information regarding the growth and development of employed personnel in the SRSS School District. The system to date, has not gone as far as they might because of the resistance encountered by the School Board toward transforming the educational community. The SRSS School Board has final approval of all hiring decisions and tend to micro-manage efforts of the School Superintendent. Both the Superintendent and the Assistant Superintendent were highly supportive and could not have been more cooperative. During the 2000/2001 school-year, we will seek to find conceivable ways to inform the School Board of their need to participate in diversity

training activities designed to identify the aspects of their behavior and practices (implicit and explicit; intentional or unintentional) that negatively impairs the SRSS Systems ability to provide a positive social and learning environment for all students.

The growing body of research on the schooling experiences of African American and other racially and ethnically underrepresented children in our nation's schools suggest the need for implementation of similar workshops throughout the country. The ongoing involvement of the U.S. Department of Justice with more than 400 school districts covered by desegregation orders further emphasizes the centrality of this on-going research and diversity training/learning experience to the evolution of quality of schooling in this country. Consequently, the ultimate goal of this research/training activity is to design, refine, and support a model for implementation of similar projects in other school districts.

References

Bloom, A. (1995). The closing of the American mind. In J. Arthur, & A. Shapiro (Eds.), *Campus wars: Multiculturalism and the politics of difference* (pp. 9-18). Boulder, CO: Westview Press.

Blue-Eyed is available from California Newsreel. 149 Ninth Street, San Francisco, CA. 94103. Website: www.newsreel.org. E-mail: newsreel@ix.netcom.com.

Boxill, B. R. (1995). Separation or assimilation? In J. Arthur, & A. Shapiro (Eds.), *Campus wars: Multiculturalism and the politics of difference*(pp. 235-248). Boulder, CO: Westview Press.

Derman-Sparks, L. & Phillips, C.B. (1997). *Teaching learning anti-racism: A developmental approach.* New York, NY: Teachers College Press.

McLaren, P. L. (1997, Spring). Unthinking whiteness, rethinking democracy: Or farewell to the blonde beast: Towards a revolutionary multiculturalism. *Educational Foundations*, 5-39.

Ponterotto, J. G. Division of Psychological & Educational Services, Room 1008, Fordham University–Lincoln Center. 113 West 60yh Street. New York: NY.

QSR NUD*IST 4. Qualitative Solutions & Research Pty. Ltd. 2 Research Avenue, La Trobe University, Bundoora Campus, Victoria Australia 3083 ACN 006357 213.

Schlesinger, A. M. (1995). The disuniting of America: Reflections on a multicultural society. In J. Arthur & A. Shaprio (Eds.). *Campus wars: Multiculturalism and the politics of difference* (pp. 226-234). Boulder, CO: Westview Press.

Sleeter, C. E. (1993). How white teachers construct race. In C. McCarthy & W. Crichlow (Eds.). *Race identity and representation in education* (pp. 157-171). New York, NY: Routledge.

Sue, D. W. (1991). A model for cultural diversity training. *Journal of Counseling & Development*,70, 99-105.

APPENDIX A

SRSS CITY SCHOOLS
Diversity Training Team Schedule/Timeline
Since September 28, 1998

Team Members:

Dr. Kimberly L. King, Assistant Professor
Department of Educational Foundations, Leadership & Tech.
4056 Haley Center
Auburn University, AL 36849-5221
E-Mail: kingki1@mail.auburn.edu
Phone: (334) 844-3068

Dr. Evelyn F. Crayton, Professor
Alabama Cooperative Extension System
220B Duncan Hal
Auburn University, AL 36849-5654
E-Mail: ecrayton@acesag.auburn.edu
Phone: (334) 844-2224

Ms. Sandra Harris, Doctoral Student
Educational Foundations, Leadership & Technology
Auburn University, AL
E-mail: harris3@mail.auburn.edu
Phone: (334) 844-3087

Dr. Patricia (Patty) A. Whang, Associate Professor
Educational Foundations, Leadership & Technology
4006 Haley Center
Auburn University, AL 36849-5221
E-mail: whangpa@mail.auburn.edu
Phone: (334) 844-3066

Dr. Nirmala Erevelles, Assistant Professor
Educational Foundations, Leadership & Technology
4082 Haley Center
Auburn University, Alabama 36849-5221
Phone: (334) 844-3067

Dr. Renée A. Middleton, AssociateProfessor
Department of Counseling and Coun. Psy.
2084 Haley Center
Auburn University, AL 36849-5222
E-mail: middlre@mail.auburn.edu
Phone: (334) 844-3556

Ms. Kelly Schuck, Doctoral Student
Department of Counseling and Coun. Psy
2084 Haley Center
Auburn University, AL 36849-5222
E-mail: schuckd@mail.auburn.edu
Phone: (334) 502-7998

Ms. Germayne Crow, Doctoral Student
Department of Counseling and Coun. Psy.
Auburn University, AL
E-mail: crowger@mail.auburn.edu
Phone: (334) 844-5160

Dr. Holly Stadler, Head
Department of Counseling and Coun. Psy
2084 Haley Center
Auburn University, AL 36849-5222
E-mail: stadlha@mail.auburn.edu
Phone: (334) 844-5160

Ms. Carol Simpson, Doctoral Student
Department of Counseling and Coun. Psy.
2084 Haley Center
Auburn University, Alabama 36849-5221
Phone: (334) 844-4446

Phase I

What is cultural diversity and its relationship to race, class and gender? — Personal Impact
FALL QUARTER: September – November

Purpose: *To raise **awareness** of how these characteristics influence individual behavior and to **examine** how these factors—race, class, and gender—influence the behavior of all participants.*

08/06/98 MEETING: Training Team — 9:30 a.m.; Deans Conference Room
08/17/98 ***Diversity Awareness Training Kick-Off — Auburn High School***
08/25/98 MEETING: Training Team — 10:00 a.m.; EFLT Conference Room

09/24/98	MEETING: Training Team — 10:00 a.m.; EFLT Conference Room
09/28/98	MEETING: Subcommittee on Qualitative Interviews — 10:45 a.m
09/30/98	MEETING: Subcommittee on Qualitative Interviews — 5:00 p.m.
10/08/98	MEETING: Training Team — 10:00 a.m.; EFLT Conference Room
10/15/98	MEETING: Training Team — 9:00 a.m.; EFLT Conference Room
10/23/98	***Auburn City Schools Training — Auburn High School***
	8:00 – 11:30 a.m. Classified Staff (Non-Teaching)
	1:00 – 4:30 p.m. Certified Staff (Teachers)
TBD	MEETING: Training Team; Debriefing — Classified/Certified Training
TBD	MEETING: Focus Group Facilitators
11/18/98	***Community Building Focus Groups — Auburn High School***
TBD	MEETING: Training Team and Facilitators — Debriefing
TBD	***MEETING: Drs. King, Middleton & Freeman;Debriefing — Phase I***

School Name	**Trainer/Facilitator**	**Principal**
Auburn Early Education Center	Crayton & Crow	Ms. Patti Sprayberry
Cary Woods Elementary School	Crayton & Crow	Ms. Pam Lamar
J.F. Drake Middle School	Crayton & Crow	Mr. Clima White
Dean Road Elementary School	King & Harris	Dr. Nancy Golson
Yarbrough Elementary School	King & Harris	Ms. Debbie Smith
Samford Middle School	King & Harris	Mr. Charles Tarver
Wrights Mill Road Elementary School	Middleton & Schuck	Ms. Lynda Tremaine
Ogletree Elementary School	Middleton & Schuck	Ms. Cheryl Patten
Auburn High School	Middleton & Schuck	Dr. Michael Self

a:schedule.acs/middleton

APPENDIX B

Structure of Diversity Awareness Workshops

Goal of Workshop: For participants to examine notions of race, class and gender and their relationship to student's educational experiences. An introduction to the workshop will be conducted on August 18, 1998 for all participants. The remaining workshops would be conducted in three phases during the 1998-99 school year in after-school, in-service workshops conducted at the school sites.

- Phase I: What is cultural diversity and its relationship to race, class and gender? -- Personal Impact (**September -November**) **1998**

Purpose: To raise awareness of the how these characteristics influence individual and group behavior. Begins by examining how these factors such as race, class, and gender influence the behavior of all participants.

- Phase II: What is race, class and gender? -- Otherness (**January - April**) **1999**

Purpose (A): To examine how people recognized as "Others" are influenced by race, class and gender. How do these factors manifest themselves in student and staff behavior? How does one's personal identity impact the individual interpretation of the "Others" behavior.

Facilitators will observe classroom interactions between teachers and students as a mechanism for constructing case studies that will be used to facilitate discussion in school-site workshops.

Purpose (B): How do these factors influence my behavior in the school setting? -- Self Evaluation Component (**Late April**)

School-site workshops will be conducted using school-specific case studies. Afterwards, teachers will be encouraged to voluntarily schedule individual consultations with facilitators. These consultations are designed to assist workshop participants in goal-setting for the final phase.

- Phase III: Strategies to effectively reduce conflict. (**May**) **2000**

Purpose: For an organization to create an environment for managing diversity effectively, it must identify and plan for changes in its cultural roots and systems, adopt strategies that facilitate change, and at the same time, cast aside those values and assumptions that work against valuing and managing diversity in the school system.

School-site workshops will be conducted. Participants will establish a strategic plan incorporating goals that will facilitate growth towards a greater level of sensitivity for diversity.

APPENDIX C

CITY SCHOOLS PRE-DIVERSITY TRAINING SURVEY

Below, you will be asked to select a three letter and three number (e.g. drx426) identifying code. Your responses will be kept anonymous, but we need a way of matching the information you will provide us over the course of the year. Make sure that your code is something that you can remember!

☺ **PLEASE RECORD YOUR RESPONSES TO THE FOLLOWING QUESTIONS ON THE BLUE SCANTRON IN THE SECTIONS SPECIFIED BELOW.**

In the SCANTRON boxes under **COURSE**, please fill in the three letters and three numbers of your IDENTIFYING CODE (e.g. drx426).

In SCANTRON boxes **A & B** under IDENTIFICATION, indicate your RACE/ETHNICITY:

00 American Indian or Alaskan Native
01 Asian or Pacific Islander
02 Hispanic/Latino
03 Black
04 White
05 Multiracial: _____
06 Other or Race Unknown

In SCANTRON box **J** indicate your SEX:
0 Male **1** Female

In SCANTRON boxes **L & M** indicate the number of YEARS EMPLOYED IN CURRENT POSITION

In SCANTRON boxes **N & O** indicate your CURRENT POSITION HELD IN AUBURN CITY SCHOOLS:

	Early ED	Elementary School	Middle School	High School
Teacher	02	12	22	32

In SCANTRON boxes **P & Q** indicate your EDUCATIONAL ACHIEVEMENTS:

01 Some high school or less
02 High School Diploma or GED Certificate
03 Some college, No degree/certificate
04 Associate Degree
05 Bachelor's Degree
06 Master's Degree
07 Doctorate/Professional Degree (PhD, MD, EdD, JD)

Your remaining responses should be recorded on the right side of the scantron	A = YES B = NO
Have you attended workshops or other professional events (e.g., classes) that have presented information about addressing the needs of:	1. racially or ethnically diverse student populations
	2. mentally/physically challenged or gifted populations
	3. males AND females
	4. religiously diverse populations
	5. students from varying socio-economic groups

A Strongly Disagree	B Disagree	C Uncertain	D Agree	E Strongly Agree

6. The hours in my class or program have little influence on children compared to the influence of their home environment.
7. Positive experiences at school can make up for negative experiences at home.
8. The amount a child can learn is primarily related to family background.
9. If parents would do more with their children, I could do more.
10. I can offer culturally appropriate learning experiences to children from different backgrounds.

BEST COPY AVAILABLE

Teacher Multicultural Attitude Survey (TMAS)[1]

Please respond to all items in the survey. There are no right or wrong answers and the survey is anonymous; do not put your name on the survey.

☞ *Use the following scale to rate each item and please record your responses on the scantron.*

A Strongly Disagree	B Disagree	C Uncertain	D Agree	E Strongly Agree
11. Teaching methods need to be adapted to meet the needs of a culturally diverse student group.				
12. Sometimes I think there is too much emphasis placed on multicultural awareness and training for teachers.				
13. Teachers have the responsibility to be aware of their students' cultural backgrounds.				
14. I frequently invite extended family members (e.g., grandparents, godparents, etc.) to attend parent teacher conferences.				
15. It is not the teacher's responsibility to encourage pride in one's culture.				
16. As classrooms become more culturally diverse the teacher's job becomes increasingly challenging.				
17. I believe the teacher's role needs to be redefined to address the needs of students from culturally diverse backgrounds.				
18. When dealing with bilingual students, some teachers may misinterpret different communication styles as behavioral problems.				
19. As classrooms become more culturally diverse, the teacher's job become increasingly rewarding.				
20. I can learn a great deal from students with culturally different backgrounds.				
21. Multicultural training for teachers is not necessary.				
22. In order to be an effective teacher, one needs to be aware of cultural differences present in the classroom.				
23. Multicultural awareness training can help me work more effectively with a diverse student population.				
24. Students should learn to communicate in English only.				
25. Today's curriculum gives undue importance to multiculturalism and diversity.				
26. I am aware of the diversity of cultural backgrounds in my classroom.				
27. Regardless of the racial and ethnic makeup of my class, it is important for all students to be aware of multicultural diversity.				
28. Being multiculturally aware is not relevant for the subject I teach				
29. Teaching students about cultural diversity will only create conflict in the classroom.				
30. Auburn City Schools celebrate diversity.				
31. I have the ability to positively negotiate differences I have with parents and children from different ethnic, economic, and cultural backgrounds.				
32. I find teaching a culturally diverse group rewarding.				
Students attending Auburn City Schools:	33. feel supported in expressing their individuality.			
	34. learn to become an effective team or group member.			
	35. learn to become more willing to consider opposing points of view.			
	36. learn to interact well with people from cultures other than their own.			

[1] Copyright © by Joseph G. Ponterotto et al. (1995)

BEST COPY AVAILABLE

A Strongly Disagree	B Disagree	C Uncertain	D Agree	E Strongly Agree
		37. learn to be adaptable, tolerant, and willing to negotiate		

Please record the rest of your responses on this sheet. Thanks.

IDENTIFYING CODE:

HOW GREAT OF A CONTRIBUTION DO YOU FEEL THAT AUBURN CITY SCHOOLS HAVE MADE TO THE GROWTH AND PREPARATION OF THE FOLLOWING GROUPS IN EACH OF THE AREAS BELOW?

Please use this scale and CIRCLE your response:	Very Great 1	Great 2	Moderate 3	Little 4	None 5	Not Applicable 6
	Intellectual Growth	**Personal Growth**	**Social Growth**	**Preparation for further study**	**Preparation for career**	
Hispanic/Latino	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
American Indian or Alaskan Native	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
Asian or Pacific Islander	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
Black	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
White	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
Multiracial	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
Male	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
Female	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
Gifted	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
Physically or Mentally Challenged	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	

What messages do you get from administrators about addressing issues of diversity?

What more should be done to address diversity issues in Auburn City Schools?

APPENDIX D

Diversity Awareness Training Workshop – Phase I
Part One – "*Blue Eyed*" by Jane Elliot

Friday, October 23, 1998

Directions:

Participants will be given a folder when entering the auditorium. The response sheets in the folder will have a colored dot. Participants should sit in the area corresponding to those dots.

You should stand near your section so that you can facilitate their seating in a quick and orderly manner.

Dr. Crayton (left) and Germayne (right) have volunteered to conduct their sessions from the balcony. Dr. King (front) and Sandra (back) will be on the left side of the auditorium (if your back is facing the stage). Dr. Middleton (front) and Kelly (back) will be on the right side of the auditorium. Each facilitator should have a pad and paper.

Remember – After each section of the video is shown, the participants should be given 5 minutes to respond freely on the response forms included in their folder. Remind them to put their code on the top of that sheet.

Section One Theme: Examine the notion, **"Not enough to do nothing".**

Initially, you should give participants a chance to share their initial reactions to the video. However, eventually, you should lead them to address the following question, "Is doing nothing and perpetuating discrimination the same thing?" Also, how do people of color view dominant group members who "do nothing"?

You have 25 minutes to conduct and wrap up this discussion.

Section Two Theme: Examine the notion of "**Conformity**".

Examine conformity from the perspective of the behavior of whites and that of people of color.

- What happens to people of color when they 1) conform and 2) don't conform?

- What happens to white people when they 1) conform and 2) don't conform? By not doing anything, they protect their privilege. Furthermore, they change the rules when they begin to lose privilege.
- How are language, tone, and mannerisms used to gain conformity?

You have 25 minutes to conduct and wrap up this discussion

Section Three Theme: Examine the notion of **"learned helplessness"**

Focus children's faces. How did Elliot bring about the existence of two worlds based on privilege or marginalization?

You have 25 minutes to conduct and wrap up this discussion.

Dr. Middleton will conduct a short large group discussion and then provide closing remarks.

You should collect the response sheets from your participants. Make sure that they have included their codes. Meet with team members at the front of the auditorium at the conclusion of each section.

We have scheduled a meeting for Monday, October 26, 1998 at 1:30 p.m. in the 4th floor conference room. Please make sure that you have written in your journal before attending this meeting.

APPENDIX E

R. Middleton

Check List of Questions for Case Study
School Observations

There are two sets of questions here. The first set of questions is directed towards you – the observer. As a visitor to the school, you may be more aware of general climate of the school to multiculturalism. The reason I did this was that I thought that the context might give us a sharper focus that will help us interview the students. These are only guidelines and not a mandatory list that you should complete.

A) School Context: The Physical and Social Environment

This relates to your own observations of the physical environment of the school in relationship to its fostering of a multicultural context.

1. When you enter school what physical features enable a multicultural atmosphere in the Office and Public Areas?
2. Look at racial diversity in Office Staff?
3. How does the Office Staff interact with the students?
4. Who are the kids who are waiting to be in the Office?
5. Why are they there?
6. How are the public spaces in the school decorated? Bulletin Boards/Announcements/Celebrations e.g. Black History Month, MLK day, Women's History Month?
7. What other events are advertised and how do they address multiculturalism?
8. What social spaces are designated in the school for social interactions? For example the cafeteria/gyms/playgrounds/homeroom/corridors/waiting for the bus?
9. What social groupings can you observe in these spaces? For example heterogeneous/homogenous in relationship to race/class/gender?
10. If you are choosing particular classrooms - how are they decorated to reflect this multicultural ethos?
11. What other materials in the classroom are used? How are they multicultural?
12. How are students seated in the classroom?
13. What is the nature of student/teacher interactions and student/student interactions that occur here?
14. What opportunities can you observe are provided for students to interact outside of homogenous groups within the classroom?
15. What is the nature of the relationships/conversations that students are having with each other in all these spaces?

I was thinking that if we got such information through our own observations, it would be really easy to interview the students.

- Playground / Gym – Recess
- Lunchroom
- Bus Duty

BEST COPY AVAILABLE

Interviewing Students regarding their experiences in School

This is harder for me because it depends upon your relationship with the Student to be interviewed and the kind of responses the student will give you. My only suggestion here is that you make your questions very broad initially and then you can become more focussed when you ask a student to give an example or elaborate on certain issues that they may raise in passing. These examples will be most useful for the case study - but generally a student may not tell you that unless you can worm it out of him. Possible questions, but not necessarily in the order provided here:

1. What do you like about school?
2. Why? Give me examples.
3. Who do you hang out with in school?
4. Why?
5. What do you do together?
6. Where do you usually hang out?
7. Are these spaces adequate? Why? Why not?
8. What classes are most interesting to you? Why?
9. Give me examples of what the teacher does that makes you like the class?
10. What do you not like about school?
11. Why? Give examples.
12. What classes are not your favorite classes? Why?
13. You do not have to tell me who your teacher is but what do you not like about what she/he does? Why?
14. How would you do things differently?
15. Outside the classroom, what other activities do you like to participate in? Why?
16. Do you have an opportunity to participate in these activities here?
17. Who would join with you in these activities?

This is my tentative list. Make changes as you see fit and let me know.

BEST COPY AVAILABLE

APPENDIX F

Case Study

Mrs. Thomas teaches in a school that is racially and ethnically diverse. Her classroom reflects that diversity. Consequently, African, Hispanic, Asian American, and European American students, for the most part, sit side-by-by in her class. Every month the classroom is elaborately decorated according to a particular theme.

It is February, Black History Month . The rooms are all decorated once again. In Mrs. Thomas's classroom, the theme for the month is the "rain forest" and activities are planned in relationship to the theme.

What is strange about this picture?
Who message is sent in this context
What could be done differently?

Case Study – Wrights Mill Road

Mrs. Gregory teaches in a school that is racially and ethnically diverse. Her fourth grade classroom reflects that diversity. Consequently, African, Hispanic, Asian American, and European American students, for the most part, sit side-by-by in her class. Students sit in racially mixed clusters at their desks and play together during recess.

The project for the day is to learn about famous Americans who can serve as role models. One of the assignments given to the students required them to select a famous American and learn about his/her life story and say why he/she is seen as a role model. Students are told that they can utilize materials from the internet, the library, and Mrs. Gregory's personal collection of materials acquired from years of giving this assignment to her students. Mrs. Gregory gave the following examples:

Babe Ruth	George Washington Carver
Martin Luther King	Orville and Wilbur Wright
Jackie Robinson	Harriet Tubman
Abraham Lincoln	Rosa Parks

While some of the other students begin to identify their own heroes/heroines, one of the students Stacy Liu asks, "Whom do I choose?" Mrs. Gregory says, "Oh! I'm sorry!! I don't know any famous Asian American. Can you choose some one from the names provided?"

She then instructed the students to begin working on their project. Students left the classroom to go to the library, others collected the teacher's materials, and some had already begun working on the project.

What is the goal of this assignment?
Given this assignment, what are the challenges to diversity?
What messages are being sent to students on the basis of this assignment?

Case Study – Ogletree

Sean, an African American fifth grader, comes home from school with an 82 (C) on his Math test. His mother is upset because Sean is a straight A student and Sean is especially good at Math. Sean's mother goes over the Math test and sees that there are actually no errors on the exam. She takes off from work the next day and comes to see the teacher to ask about the test. The teacher looks at the test again and begins to re-calculate the problems. After some time, she realizes that Sean has made no mistakes and offers to give him a 92 . But his mother argues that if Sean has a 100 on his text, then he should get a 100. Reluctantly, the teacher gives Sean a 100. Leaving the school, the parent shakes her head and says, "I will not allow my son to receive a sub-standard education because of the color of his skin!"

What do you think happened here?
How do you think this will affect Sean?
How would you respond to Sean's mother in this situation?

APPENDIX G

SRSS COMMUNITY FORUM
February 23, 1999
Drake Middle School
6:30 p.m.

Facilitator's Guide

GROUND RULES FOR OPEN DIALOGUE—

1) Respect others opinions
2) There are no right or wrong answers
3) There are no big I's or little U's; everyone is equal and will be heard
4) Only one person may speak at a time
5) Hearing is automatic listening takes effort
6) NO personal attacks
7) Confidential group discussions
8) Avoid using personal or given names
9) Stay on focused themes for discussion

ICEBREAKER—

IDEA: Give a warm and heartfelt welcome! Introduce yourself and your involvement/interest in the ACS Diversity Training Team. Begin by determining who is in the group. Ask various groups to identify themselves by standing/raising hand (parents–students–teachers/administrators–board member–other).

FOCUSED THEMES FOR DISCUSSION—

✏ **Student Discipline:** Has your child been disciplined by ACS this school year, if so, do you believe the action taken was appropriate/fair? What is the discipline policy of ACS and what might you suggest to ACS to ensure that a uniform discipline policy is implemented?

✏ **Student Drop Out Intervention:** Is ACS responsible for meeting the needs of at-risk students (failure to meet exit exam criteria, students with disabilities, failure to meet the criteria for receiving a certificate of service or number of Carnegie units)?

Is ACS meeting the needs of the at risk students; why or why not?

Are there any parents here with children in special education, past or present? Do you feel your child has been identified appropriately, why or why not?

How do you feel about main streaming and kids with special needs?

Why do you think there is an over representation of African Americans in special education?

✏ **School Environment:** How many of you present are actively involved with your local PTA?

Is the PTA representative of diversity as it relates to *race, class, gender, ability, etc.*?

Do you think ACS as a school district is responsive to different racial and class groups?

✏ **Special Programs:** DECA, Advanced Placement, Honors Program, etc.

What are some of the special academic programs at the middle and high school level?

Does your child know his/her guidance counselor?

How do you encourage your child(ren) to take part in these activities?

What more can ACS do to interest/involve you and your child's participation in these programs?

✏ **Extra Curricular Activities:** Cheerleaders, debate team, drama, choir, band etc.

What are some of the extra curricular activities that you are familiar with?

✏ **Contact With Teachers/Administrators:** Do you feel that you can relate to the teachers and administrators at your child's school?

Do you believe there's a balance in the diversity of teachers and administrators employed (race, ethnicity, gender, disability)?

HOW TO PROCEED—

STEP 1: Conduct an ICEBREAKER!

STEP 2: If you don't already have one, SELECT a *Recorder*. Their job is to observe interactions and take notes based on participant discussion. They are to provide a "written narrative/outline" of key issues and comments. The Diversity Training Team also has identified recorders for this purpose, however, if we run short you may use an ACS principal/employee if one is present. THE RECORDER MAY NOT PARTICIPATE IN DISCUSSIONS!

STEP 3: Remind YOUR participants of the ground rules

STEP 4: Include in your comments that fact that we want to facilitate dialogue, not engage in any debates. Remind them that the discussion MUST BE centered around the "Focused Themes for Discussion". Create by your demeanor/non-verbal communicative interactions a comfortable environment for everyone involved.

STEP 5: Review *"Focused Themes for Discussion"*

STEP 6: Have group determine which THEMES they want to focus on first in the event we run out of time to cover/discuss them all. However, all discussions MUST include topic of *School Environment*.

STEP 7: Facilitation of dialogue begins. You may have to prompt discussion by using one of the sample questions below. YOUR GOAL IS TO HAVE VARIED VOICES OR GROUPS BE HEARD!!!

STEP 8: Depending on how large your group is, you may have to ask INDIVIDUALS TO RAISE THEIR HAND AND BE RECOGNIZED BY THE FACILITATOR IN ORDER TO MAINTAIN ORDER, GIVING EVERYONE A CHANCE TO BE HEARD. ***Don't let any one person or group monopolize the discussion or dialogue!***

STEP 9: Let participant's KNOW you HEARD them by *paraphrasing, clarifying, probing, checking out, reflecting*. Use non-verbal cues such as *smiling, eye-contact, tone of voice, facial animation, occasional head nodding, confident vocal tone.*

STEP 10: ***Actively work to engage people/groups that are not participating***. Operate from the principle that if they came, they had something they wanted to say!

APPENDIX H

Promoting Diversity in Auburn City Schools

Individual Action Plan

Gender: M or (F)
Race: Caucasian
What grade do you teach? 9-12
Number of years teaching 15+

List three areas that I should work on so that I promote diversity inside and outside of the classroom.

1. Set up situations where students feel comfortable discussing issues openly.

Why did you choose this area? I believe students need to open their minds to more diverse ways of thinking - become less narrow-minded.

2. Find opportunities to recognize students for any achievement.

Why did you choose this area? The axiom "you can catch more flies with honey than with vinegar" is very true. Students open up more - learn more - when they have a positive attitude -

3. Establish a system that warns students when there has been a serious breach of conduct or a marked lack of performance -

Why did you choose this area? Students need clearly set parameters in order to be successful. They need regular progress reports and, on special occasions, may need special, individual reports - phone calls, letters sent home, etc.

BEST COPY AVAILABLE

Given my answers to the above question, what **one** specific goal can I set for myself that will make me an advocate for diversity? Select only something that you have control over.

I can be more open to diverse ideas myself.

How will I know when my goal has been met? What do I expect to achieve by the end of the quarter?

Students will be more willing to share their ideas - not trying to figure out what my position on the topic is.

What do you think will be some challenges for you in achieving your goal? (Note the personal, professional, and/or community sources from which challenges might come.)

- to allow students to discuss some topics that may cause discomfort for me or for some of their classmates
- to be able to control the classroom situation so that All students can share and be heard
- to prevent discussions from evolving into arguments
- to keep the class focused on the topic under discussion

BEST COPY AVAILABLE

Promoting Diversity in Auburn City Schools

Individual Action Plan

Gender: (M) or F
Race: White
What grade do you teach? 9-12
Number of years teaching 19

List three areas that I should work on so that I promote diversity inside and outside of the classroom.

1. Be more attentive to students choices in music & to try to incorporate this into our progr

Why did you choose this area? To help keep students interested in continuing to grow both musically and as people.

2. _____

Why did you choose this area? _____

3. _____

Why did you choose this area? _____

BEST COPY AVAILABLE

Given my answers to the above question, what **one** specific goal can I set for myself that will make me an advocate for diversity? Select only something that you have control over.

Present ~~as~~ have students perform music from different cultures, not just "Western" cultures. Be more receptive to music from different "Pop" cultural areas.

(1) How will I know when my goal has been met? (2) What do I expect to achieve by the end of the quarter?

(1) Periodic checking with students to see if they agree that this has been done.

(2) TO communicate this goal to the students as to begin obtaining the necessary materials.

What do you think will be some challenges for you in achieving your goal? (Note the personal, professional, and/or community sources from which challenges might come.)

Finding music which is adapted for the band idiom. Having students of different cultures to accept their part. Having the public to accept the diversity of the music. Try to communicate with students about music they enjoy as would want to perform. Contact other directors to see what they do and where to obtain music.

BEST COPY AVAILABLE

NOTES